

CHILD STUDY

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ONE DOLLAR THE YEAR

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HEADLINES

What shall we do this summer? Perennially, at this time of year, those parents who can make choices are faced with the problem of planning to make the summer vacation period yield the greatest value to all members of the family. Changes in children's ages and family situations rule out stereotyped solutions: last year's successful choices may not serve this year's needs.



In this issue CHILD STUDY, without attempting to answer the question categorically, discusses some bases and resources for the family's summer planning. James Lee Ellenwood, New York State Secretary of the Young Men's Christian Associations, and author of that delightful book, "There's No Place Like Home," suggests a working hypothesis for the whole family; the question of camp for the children is discussed by Sidonie Matsner Gruenberg, Director of the Child Study Association; high spots for children at the two World's Fairs—San Francisco and New York—are presented by Gertrude Laws of the Bureau of Parent Education of the California Department of Education, and Pauline Rush Fadiman, Managing Editor of CHILD STUDY.



Parent education cannot fail to concern itself with world crises which threaten the very foundations of the family. The next issue of CHILD STUDY, final number of this volume, will have as its subject, "Our American Homes: Guardians of Democracy."

When the Family Vacations Together

By JAMES LEE ELLENWOOD

IT IS never very difficult to plan solo vacations. Complications enter when there is a family of carelessly assorted ages, tastes, abilities, and prejudices. If I were an unimpeded old bachelor, for instance, it would be amazingly simple. I would locate a comfortable shack on the bank of a remote trout stream and promptly establish a determined ban on radios, relatives, newspapers, talking machines, dances, bridge players and all people who insist on discussing shop. This shack would have no telephone. I would insist on being twenty miles from a golf course and twice as far from a movie. I would—but why go on? I am breaking my own heart!

Far from being such a foot-loose individual, I find myself the father of four opinionated children who, in turn, have a mother who holds to a most curious set of preferences. I imagine it is that way with your family, too. What to do about a vacation?

In these paragraphs the purpose is not to give detailed and expert guidance as to specific places to go and specific things to do. Rather I am attempting to define a spirit and attitude that should characterize discussions and decisions about the coming summer months.

And right at the beginning we had better state the objectives of a vacation. It will help us all if we do not permit too many cross-purposes to scramble up summer pleasures. I think there are two, and only two, valid objectives. Fun and rest. But I am amazed at the number of people who drag in all sorts of alien considerations. The Jones go because they consider it stylish, the Smiths think it will improve their health, and the Browns want to see the country. Serious-minded people select summer schools, and just recently I heard of a mother and father who plan to abscond with their daughter in order to break up a current infatuation with a young man. I do not assert that people have no right to do these things, but they should not fool themselves by calling it a vacation, should they? I think the height of absurdity is reached when a couple kidnap their daughter from her boy friend and camouflage a strategically poor venture by naming it a vacation. I will not be mean enough, at this point, to do more than

mention that the basest portrayal of the fine "fun and rest" idea is perpetrated when one member of a family determines to coerce all the others into a tour for the purpose of visiting kinfolks. Possibly I should not bring up that one.

I am trying to stress that at the initial discussion we should ask "What are we going on a vacation for anyway?" If we conclude that fun and rest are the chief aims we will have prepared the way for cooperative planning. But if we bootleg some foreign motive into the discussion, we head straight toward trouble, and, what's more, we deserve to. I make no objection to whatever social or educational benefits may accrue, nor even to improved family relationships or a brief and incidental visit to Uncle Bill and Aunt Emma. I merely insist that a vacation is a vacation and is not to be cluttered up with alien interpolations.

EVEN if we agree on what I consider to be the real ends of a vacation, we will be faced with seemingly insurmountable difficulties. What is a good time to some of the group is sheer boredom to others, and what is fun to one is little less than poison to the rest. Let us picture a family. The father likes the woods and is an ardent fisherman, while the mother wants a little more social life and certainly more neighborly contacts. One daughter desires company of her own age and would be bored beyond endurance by most any place her father might select, while a younger sister has a passion for farms, revelling in the company of horses, cows and pigs, the last two of which positively scare her mother. The oldest daughter works for experience in dietetics in a summer hotel, while the one boy is a counsellor in a camp. Both would like the rest of the family to be fairly near-by. As this group struggles toward a common conclusion, Grandma calmly announces that she has bought a season ticket to the World's Fair and is not to be budged from New York. Lest you feel that I have pictured too difficult a problem, let me quickly assure you that the family is ours and that no one would be more relieved than I to discover that it is imaginary. We have kept, however, fun and rest as the objectives, and we have no ulterior motives. We regret that two

of us have to work and we do not call their summer a vacation at all.

Obviously these differences may be justly met only as all of us are willing to compromise. I hope I do not need to emphasize that no one of the group is competent to decide for all. "Equal opportunity for all, special privilege for none" is the only basis for a sound plan, and the "give and take method" alone guarantees a fair choice.

This is not easy. I surmise that what many of us look on as a problem, in planning a vacation, is not a problem at all. We simply do not like to get into debates and arguments and we often consider them as basic difficulties. Actually we should welcome them as solutions to difficulties instead of considering them, in themselves, problems. It is a mistake to hold that quiet acquiescence must always obtain. In our house I am suspicious of group judgments that arrive serenely and I am much more certain of our children's health and mental vigor when there are real clashes of opinion, vividly expressed. Certainly we should not call any such session "a problem."

A vacation is dear to all our hearts, awaited for months. Here is a chance to do what each of us wants to. No more study, no more early trains, dreary schedules. We are ready to go places. Freedom. The last thing for any of us to do is to squelch the desires of others, or to be irritated by their preferences. Let's all throw our opinions in the hopper, with gestures, arguments, reasons, vehemence.

Only as we get a frank picture of the desires of each, defended by every possible strategem, is there a possibility for the common denominator to emerge. In a process like this we test our ingenuity rather than exert our authority and draw the individual members of the group into a cooperative effort rather than divide them into armed camps. Personally I believe that out of a conference such as I have described, a reasonable solution may be reached, regardless of the difficulties involved.

May I offer two suggestions as a help to a satisfactory conclusion of such a conference. I hope you will not think the first either superficial or underhanded. I refer to the use of well-planned, carefully designed propaganda. I actually know an expert advertising man who spends his working hours influencing the desires of the public but who never uses this approach at home. Almost everybody, even members of our families, is susceptible to suggestions. I do not speak as an expert, understand, but I do like to plant an idea and watch it grow. Nature

has not endowed me with the talents of a dictator and I am, I fear, a faint-hearted and irresolute disciplinarian. I must not permit my modesty to prevent me from reporting that I have made a baseball fan of one of my daughters, a fisherman of another, and Ruth, aged twelve, will play with me any game I like. She would like me to say that she beats me at Chinese Checkers. You will discover, I am sure that you can get the folks in your group to read a good book, if you rave about it yourself and you can keep them from tawdry movies by enthusing over good ones. Of course my record is less than perfect and yours will be, too. I am the only one who appreciates my own cooking and all of our crowd are positively intolerant of my singing.

ALL of this has definite bearing on vacation problems. If you desire the seashore, or an auto trip, or a camp in the mountains, please do not overlook the opportunity to put in a few licks for it months in advance. Depend upon skill and reason rather than position and authority. Thus one prepares for peace, and arms not at all for warfare.

The second suggestion is somewhat similar. For purposes of lectures and magazine articles, it is necessary to discuss specific and isolated problems. Actually, however, as a family lives together, these situations are never disassociated from each other. Family life is not a series of dams, rather it is a steadily flowing experience. It takes, as I have tried to point out, a spirit of team play, cooperation, willingness to give in if we are to find a mutually enjoyable vacation. But this spirit will not be developed in the heat of a particular debate. It will only grow as in a thousand little incidents of every-day life we permit it to express itself. We need, therefore, to be constantly and naturally alert to keep alive a genuine camaraderie. If there is plenty of that around, situations do not develop into periodic crises, instead they become interesting incidents.

As I come to the end of space allotted for these paragraphs on vacation problems, I have not given a line to mosquitoes. If you experience trouble in finding one common agreement, as your family starts its vacation debate, I suggest one inevitable source of concord. In our family we all agree that mosquitoes are the worst enemies of vacation pleasures. This is a good common meeting place. It is not, however, completely true. The buzz and sting of selfishness, stubbornness, dictatorship, cross purposes, are infinitely more annoying.

Here, to sum up, are the suggestions:

1. Keep the objectives of a vacation well in mind. I suggest fun and rest.
2. Do not permit cross purposes to divide the group.
3. Permit each member of the group to present his preferences.
4. As a composite picture of all the different de-

sires emerges, use your ingenuity to come to a common compromise.

5. Do not be above a bit of propaganda.
6. Remember that all "problems" are associated and are best solved in the family group as we keep all through the year the spirit of "give and take."

Anyway, for the coming summer, happy landing!

Shall It Be Camp this Summer?

By SIDONIE MATSNER GRUENBERG

IT TAKES about a generation for a new idea to become commonplace; and by that time it is usually time to modify or replace it with a newer one. Our summer camps arose near the end of the last century to meet a real need of city children. It was as obvious as some long-needed medical discovery; and, like an important medical discovery, only two classes of children could make use of it—the well-to-do and the very poor.

Children of the privileged were, of course, sent to summer camps. The idea was not hard to explain, the advantages were immediately apparent. And many camps started out as juvenile country clubs, in which the children continued to have everything done for them. These children would in most cases have had a chance to go to "the country" in any case; but the camps did offer the special opportunity of getting away from their parents, and the further opportunity of associating with their own age-mates. Parents seldom demanded much beyond these items. Horses, of course; sometimes sailing as well as canoeing and swimming, nature lore and a little of the "roughing it"—for girls as well as for boys, but not too much.

It took some time for parents and for camp directors to discover that the camp had an important educational and social function beyond that of giving the children a good vacation in wholesome surroundings, and taking them away from their parents. In many cases this discovery was made because the camping idea spread to more and more people who could not afford to have everything done for their children; it became necessary to run at least some of the camps on the basis of having the children do more of the necessary work. And so it was discovered that the practical experience and the responsibilities of useful work yielded positive values to the campers.

For many parents there remains the problem of deciding for the first time whether they will send a child to camp, and eventually, to which particular camp. And parents are seriously perplexed when they discover the charms and benefits of a vacation for themselves. Many of them fear that the camp prospectus is merely a temptation to park the children safely so that they may be free to enjoy themselves. And all of us have indeed seen children shipped off to camp with little other reason, and with little consideration for the children's best interests.

Another source of doubt is the realization that our present mode of living leaves parents very little time for the company of their children. Should not the vacation be most profitably used as a time for closer companionship? Parents are uncomfortable since an excellent case can be made out both for sending the children to camp and for keeping them at home. The decision in each case must depend on the particular situation—the maturity of the children and their special needs, the available alternatives, what is involved for the other members of the family.

If camp is chosen it must be for the positive contribution it can make and not solely for its convenience. At the same time, parents need not be ashamed to admit that the temporary separation from their children may in itself have positive value for both. In any grouping of personalities, including members of the family, there is always the possibility of going stale. Parents have themselves often noticed that the work and the associates in the daily routine lose the capacity to stimulate. They feel that they need a vacation—a change even more than a rest. In many cases both the children and the parents can gain from a separation. If adults can gather inspiration and new strength from new scenes and new faces

and new voices, so can children, and if we can gather these values from the temporary silence of familiar voices, the temporary withdrawal from familiar scenes and familiar faces, so can they. Our intensive living requires, in fact, that from time to time we escape from the familiar, if only to come back with broader perspective and deeper appreciation. But if such separations are to be of value to the child, they must be carefully planned with regard for his total development as well as for his immediate needs. He must be ready to profit by widening horizons and by the unique qualities of the camp experience.

Even where parents are in a position to provide a country home for the summer, giving the children all the benefits of life in the country with suitable supervision, the problem of the summer vacation is not easily solved. Conditions of health, contact with nature, simpler ways of living, rest, and change of scene and of activities, can all be supplied. And often this arrangement is sufficient. But at certain stages the child will need the companionship of others of about the same age, quite as much as he needs fresh air and sunshine.

The camp supplies such children in greater numbers and in greater variety than can usually be supplied by the home. The child gets close to more individuals, and in more ways. In the very serious business of playing it is especially desirable that children have an opportunity to forget themselves in the team or in the larger group. In camp it becomes easier to give up for the sake of others than it seems to be at home or in school. It seems easier to make special effort, to take a "punishment," or to come up smiling when something unpleasant occurs.

The variety of experience opened up by a well-directed camp is also beyond the resources of most families, and these experiences are necessary for trying out capacities and potential interests. The child may have been discouraged by arithmetic or by writing, he may have made a poor showing in music or in gymnastics at school. At camp, however, he may gain confidence and strength from the discovery that he can be of use to others in unsuspected ways, that his efforts do count, and may even elicit admiration. And he gains from the discovery that here is a chance to share in the satisfactions and achievements of others, as well as in service. These discoveries, with their corresponding additions to self-confidence, are of lasting value.

It is pretty generally agreed that children may derive great value out of merely getting away from

pavements and shop windows, from the movies and fashion plates, and from the thousand trifles displayed to tempt away the time and the loose change. More than that, we feel that children can be helped to discover essential realities through such detachment from the artificialities and conventionalities that make up so large a part of our routine living, especially in cities. The camp may emphasize not merely the aesthetic and romantic aspects of wood and water; it may encourage the discovery of resources that operate only under simple conditions of living and under simple relations with people and with nature.

We place a high value on the sheer joy of living as part of the child's grasp of his world. We want the child to be happy, whether it be at home, or at school, or in camp. But we want more than a passive satisfaction with things as they come along, with comfort and indulgence. There is need for cultivating an aggressive attack upon concrete problems, upon difficulties in personal relationships, upon intellectual perplexities. The camp may furnish both the setting and the stimuli for constructive experiences that make for growth in character. However, we should not expect the impossible. Two months in even the best camp cannot entirely remake a child. Parents and camp directors alike are disposed to expect miracles. Yet a camp carefully selected to meet the particular needs of a particular child can be surprisingly helpful by arousing new interests and purposes.

In our complicated urban homes and in our highly organized schools, the child has little opportunity to contribute a significant share to the life of which he is a part. Everything is being done for his benefit. The simplicity of camp life makes it possible for the child to take part in activities that have genuine and obvious meaning. And the more enlightened camp leaders are careful to preserve conditions and attitudes that will call forth the child's understanding and cooperation. The work camps for adolescents which have sprung up in recent years are a direct response to the peculiar need of older boys and girls for sharing in useful activities in these days when paid jobs are so scarce. But even younger children need some experience of this kind, and camps are helping to provide them.

In such projects, many of which are being worked out experimentally, the Quakers have taken the lead. These developments in camp programs reflect the philosophies of all our educational trends. The secondary schools have long been striving to become "practical," first by finding something of value for

the growing numbers of non-academic pupils, and then by turning their teaching toward vocational activities which might presumably prepare boys and girls for jobs. And educators are finding that even where jobs are not to be had, the young people's experience with work that is related to realities turns out to be of prime value educationally—for character, for self-reliance, for responsibility, for resourcefulness, for cooperativeness. And they are finding that such experience is valuable for all children—even the brightest.

Both in socializing experience and in experience with concrete materials and forces, the camp offers possibilities that are not as a regular thing available elsewhere. It is just for this reason that some educators today are urging that camp experience be made available for all children as part, perhaps, of the regular school system. We can see that it would be almost impossible to preserve the peculiar values of camp under the auspices of a highly organized school system. But it may be possible that some plan will make the best that camp offers a part of the education of all children. This is not to say that any camp is better than none, nor that every child should spend all of his summers in the best of camps.

LIKE any other educational device, camps must be not only directed with thought and discrimination, but also selected with definite problems in mind. What kind of camp? For how long? At what age? The answers must be given in terms of the individual child and of the family setting from which he comes.

Some children can profit from camp experience earlier than others. Some get all that is worthwhile in only one or two summers, while others may benefit from several seasons of graded camp experience. For some children a very small camp with close intimacies is more desirable; for other children a larger camp is better. Again, the type of activity that is most prominent ought to be considered. A quiet routine with little in the way of excursion or new adventure may be an indispensable sedative for some types of children; others get valuable experiences from adventure in self-reliance and cooperativeness through a strenuous summer on horseback or on a ship. For while it is rather too simple to think of our plans in relation to some ideal harmony of development, it is quite practicable to think of specific needs that can be met by specific experiences. The summer, in so far as we can control it, can be made to supplement

what we consider the "regular" life of the rest of the year; it can be made to compensate for certain shortcomings that accompany our complex ways of living.

Selecting a camp should be a rather strenuous task in the art of shopping. It cannot be satisfactorily carried out through a casual study of catalogs. It means interviews—not alone with directors who have a way of convincing one that their respective camps are the best possible but also with patrons of various camps, and perhaps also with children who have had camp experience. Finding a camp director in whom the parent can have complete confidence will be no simple matter, but it is helpful to realize at the outset that we are not going to find any paragons. Like parents and other people, camp directors will have faults or lacks. But the camp to which you send your child must be under the supervision of a person of whom you can say: "There is a person to whom I can entrust my child. Aside from personal charm, aside from ready answers to my questions on educational theory or disciplinary technique, this person appeals to me because of his attitude toward life; because here is the kind of influence I want for my child." The child cannot benefit if the home and the camp are working at cross-purposes—no matter which seems to understand his needs best. The director of one excellent camp tells of his experience in working for a whole summer to bring about a freer relationship between a boy and the adults around him. At the end of the summer, the child's father was outraged by the new independence and self-confidence in his son. What but confusion could result for that child on his return to the standards of his own home?

The selection of a camp carries with it the acceptance of the director, of his personality and philosophy. It carries with it also willingness to cooperate in the many details, most of which are in themselves slight but necessary in the complex task which the director has undertaken. The majority of rules and regulations have the merit of any cultural pattern, of good manners, of church ritual: they enable the individual, and the group of individuals, to get through all sorts of situations without diverting attention from the main purpose. Children's objections to rules and to other standardized details deserve respectful attention, for the individual's complaints are sometimes justified; some rules are not well considered, and improvements are always possible. Yet the child has to learn that while most of the conventionalized practices are more or less arbitrary and

(Continued on page 176)

Treasure Island on San Francisco Bay

By GERTRUDE LAWS

THE Golden Gate International Exposition increases the number of attractions from which parents and children must choose for their vacations this summer. Wise choices can be made only by having reliable information plus the willingness to take all the factors into account before making a choice. In each instance the choice should be based upon considerations such as the health of the individual child, his age, and what time and energy of the parents is available for the vacation. The intense concentration of experience which a world's fair offers demands special study beforehand and special interpretation at the time of the visit. For full enjoyment of a world's fair, children need to be with their parents. There is a good measure of enjoyment and profit in mere sightseeing. But both adults and children will have greater enjoyment and richer experience if some orientation is done before coming to San Francisco. There are four folders which can be had free of cost by writing to the Cooperative Promotion Department, Golden Gate International Exposition, Treasure Island, San Francisco Bay. Ask for the following free bulletins:

1. San Francisco World's Fair, 1939.
Be a guest of the West.
2. Motor the Aerial Highway,
San Francisco—Oakland Bay Bridge.
3. Golden Gate International Exposition, 1939.
4. On San Francisco Bay, 1939 World's Fair.

The maps, pictures, charts, and descriptive material in these four folders will prevent some of the confusion that often occurs in a complex new situation. Preventing confusion within a happy summer vacation is just as important as it is in reference to any other phase of learning. The wonder and beauty of the San Francisco Bay, the marvelous engineering achievement of the two new bay bridges, and the astonishing fact of a 400-acre island built expressly for the exposition, must all be assimilated before you can begin to enjoy the exposition itself.

While the main objects of this exposition might be said to be entertainment and diversion, rather than too serious instruction, nevertheless it holds a liberal education for adults as well as for children. The lighting at night will give new meaning to many kinds of experience. Seeing the spectacle of Treasure

Island illuminated, your imagination will be enriched as long as you live. No words can describe it.

People who have visited expositions and fairs before will see many familiar attractions, diversions, temptations, luxuries, and mild extravagances, without which an exposition would lose much of its atmosphere. In addition to those timeless exhibits of fine art which must be seen again and again with increasing appreciation and understanding, each exposition has its own unique features to justify its existence. The unique features of the Golden Gate International Exposition are the ones that might particularly interest parents who think of world's fairs as possible summer vacation attractions.

The University of California shows "the science of peace and progress and the victories it has gained, rather than the science of man's conflict." The University has presented truth in a way which a child can understand, and which at the same time can hold the interest and attention of discriminating and sophisticated adults. Skilful use of mechanical animation, and precise dioramic representations of great variety, faithfully reproduce the conditions and subjects which have been selected for exhibition. The evolution of man, and of social institutions, the habits of reptiles, fish, birds, and animals in relation to man's life; geologic and biologic sequences as they progress in time; botany and the origins and progress of agriculture, chemistry, physics, and medicine have contributed to an exhibit which alone may develop interests that may determine the course of many lives.

The State Department of Education and the public schools of the state look upon the exposition itself as a mine of information for the children of the state. Space in the science building near the University of California exhibit is assigned to the State Department of Education. The organization of the school system of the state, and indication of the variety of activities and services available in California are shown in pictures, dioramic displays, models, and revolving exhibits of work done by pupils and students in the schools.

The different states, counties, and cities include exhibits from their own universities, colleges, and schools. Commercial concerns, scientific organizations, as well as educational institutions and agencies,

have provided the kind of exhibits which delight all progressive teachers. History, geography, fine and graphic arts, music, industrial arts, all the sciences, health, and recreation will have new meaning for every child, parent, and teacher after a visit to the exposition.

The exhibits from countries of the Pacific Area show the industries, arts, foods, cultural histories, and entertainments characteristic of these neighboring but disparate peoples in a fresh and arresting relationship.

The Pan American Clipper base has established permanent headquarters on Treasure Island. The giant 74-passenger China Clippers swoop in and out on regular flights, and always thrill the children (and adults, too) no matter how often they are seen. Exposition guests can see passengers loaded and unloaded and see the servicing of these great airships which are making history.

The United States Government has thrown emphasis upon Indian life in our country which in addition to its absorbing interest, should stimulate appreciation of native American craftsmanship.

The effort to present recreation as a phase of civilization which affects family life, schools, commercial interests, and community activities is new in exposition planning. A small theatre, a hobby and craft room, a junior museum, library, reading room, an athletic stadium, a children's playground, and an "ideal back yard" should prove to be more than entertainment for parents as well as children.

These are only a few of the unique features of the Golden Gate International Exposition. Plenty of warm clothes, comfortable shoes, willingness to enjoy a wide variety of experiences, about which no one can really tell another, will make a visit to Treasure Island an experience never to be forgotten—a summer vacation with the atmosphere of magic.

Johnny's So Long at the Fair

By PAULINE RUSH FADIMAN

THERE will, of course, be countless things in the New York World's Fair, both in the educational and amusement sections, which will be of enormous interest to children, especially the older ones. But this Fair will also have a special "Children's World"—six acres devoted exclusively to the instruction and entertainment of modern youth. It is the sponsors' hope that this section will prove to be a helpful observation spot for both parents and teachers. The advance prospectus announces a little grimly (and ambiguously) that "Any feature in the 'Children's World' which does not have educational value will be exceptional." Nevertheless I suspect that the children will get more fun than instruction out of their share of the Fair, in spite of the fact that some of the promoters may bend over backward in their desire to keep the "Children's World" from degenerating into a miniature Coney Island.

The play areas in the "Children's World" will be five in number, graded for different age levels: four for children from 4 to 8 years of age, and a very large one for children from 8 to 14. Each of these will have a covered shelter to make it practical in all weather, and trained attendants in charge with whom parents may safely leave any child over the age of four. Specialists will organize the program of games

each day. The playground for the older children will be a demonstration center for games where the boys and girls will learn new and also foreign games and dances. The adults will have to keep off these play areas. They may overlook the playfields from galleries, but they won't be allowed to disturb the children.

One of the special arrangements of the "Children's World" is the provision of a guide service run by the American Express Company. It will be possible for parents to place their children in the care of competent guides who will escort them all over the "Children's World" and at the end bring the children back to the playgrounds where they will be called for by the parents. Or parents can tag along on the tour if they insist. A nice touch which the children will undoubtedly love is the plan to issue passports for "The Trip Around the World" which will simulate the design of real passports—with passport photographs (it will probably not be too difficult to make these as awful as genuine passport photos) attached and visaed just as it is done by the State Department on the official documents.

Probably the principal attraction of the "Children's World" for most children will be the "Trip Around the World"—a streamlined, geographical trip over a

tiny but three-dimensional world. A miniature railway will take the children through twelve countries, each clearly represented by its characteristic aspect. In addition to these educational scenes, the "Trip Around the World" will give the youngsters an opportunity to sail in small boats which they can propel themselves through the canals of Holland and the Italian Lakes, to ride a live burro up to the crater of an active, but safe, Hawaiian volcano or through a Southwestern Indian village on a mesa. For more mechanically-minded children, there will be small streamlined automobiles which they can drive themselves along the "International Highway" which will take them through Holland, Switzerland, and Italy. (Maybe a safer country will be substituted by the time the Fair opens.)

A special feature which should be enormously popular is a "Scenic Pony Ride" through the country lanes of Ireland and Scotland. There will be authentic Irish jaunty carts in which the youngsters (and their parents too if they are not too heavy-weight) will sit and be drawn by galloping live white ponies. The ponies will gallop, but they will gallop standing still, because they will be on a treadmill which will start at the same time that moving picture scenes are flashed in front of them. When the picture starts, the ponies start; when a village is arrived at, the ponies and treadmills are brought to a halt, thus maintaining a perfect illusion of travelling.

AMONG the other endless attractions which will be offered at the "Children's World" will be the famous English doll's house, "Titania's Palace," made by Sir Neville Wilkinson, a toyland promised as the most comprehensive exhibition of American manufactured toys ever shown in this country, a complete European circus, "all curious but free from hazardous and fearful acts," a marionette theater which will show the puppeteers backstage with their clever finger manipulations, "The World of Dogs" which will be a continuous performance of trained dogs demonstrating not only tricks but such real services as are performed by the "Seeing-eye" dog and the Saint Bernard—all designed to inspire new respect for dog life. And there will be an "Eskimo Land" with two Eskimo families complete in their cave with all the trappings, dog teams, and demonstrations of their hunting skills. To make them (the Eskimos) feel at home, the cave will be suitably chilled by air-conditioning. It is hoped that this will not be the focal point for a fine crop of summer colds.

When the children are surfeited with all this excite-

ment and education, they may use the quiet shaded corridors near all the playgrounds where rest chairs built specially for them will be provided. Sandwich counters and milk bars and a "Children's World" Restaurant with special menus for children will be near these "Quiet Corridors." The only trick will be to get the children really to sit in these fine chairs, especially difficult since the parents will not be with them in most cases. Maybe the good old "nursery-school technique" with which the attendants will doubtlessly be well stocked will work the miracle of getting healthy children (no matter how exhausted) to rest quietly in the midst of all these wonders.

There is only one word of advice which is really pertinent for all children. The New York World's Fair will be open from April 30th to November 1st. Don't try to have your child see it all in one day. It is like a museum trip for adults—after the first two hours even the most wonderful museum becomes just a headache, or a footache. Let the children enjoy the Fair in small gulps; then they may come out really enriched by their experiences, instead of just bewildered.

WILL YOUR CHILD BE READY FOR SCHOOL?

By the Staff of the Child Study Association

A PRACTICAL PAMPHLET FOR PARENTS OF YOUNG CHILDREN TO HELP THEM IN UNDERSTANDING AND GUIDING EACH PHASE OF THE CHILD'S DEVELOPMENT.

The following outline will suggest the wide range of topics included:

READY IN BODY

Will he come to school with a healthy body, healthy habits, and reasonable ability to care for himself?

READY IN MIND

Will he come to school with lively curiosity and vivid imagination, with practice in expressing his ideas, and with power to plan a task and carry it through?

READY IN CHARACTER AND ATTITUDE

Will he come to school with a happy, friendly, cooperative disposition; will he be reasonably self-controlled and obedient; will he welcome new experiences; will he work hard and play hard?

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Child Study Association of America

221 West 57th Street, New York City

Parents' Questions

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

Do you believe that a summer home to which a family can go every year is the best solution to the summer problem? We have an opportunity to buy a small place in the real country, and though it will take all our spare cash, we see it as a constant source of happiness for us all for many years to come. Our children are five and two years old.

A summer home in the "real country," especially when it takes all of one's spare cash, deserves a good deal of thought. Do you remember the enthusiastic young couple who wrote a book about their great adventure, "Adopting an Abandoned Farm"? The next year there was a sequel entitled "Abandoning an Adopted Farm."

Are you and your husband the kind of people who can be genuinely happy and comfortable in simple surroundings? Can you help your children to find joy in the simple country things, or do you expect this to happen automatically? Of course, they will not always be five and two, and as they grow older their needs will change from year to year. There will come a period when they will want social life and a large gang of young people, another time when a camp experience may be just the thing, and still another when they will crave an opportunity to travel. And then again, you may one day realize that you all want a change or a chance to get away from each other and greatly regret being tied to a house. Flexibility and mobility have their values.

On the other hand, so has stability, and its values should not be underrated. A family which has a home of its own, a place that each member can watch develop and help plan and build, is probably more of a family for the experience. Every stick and stone becomes precious and the feeling of having a place in the sun is part and parcel of growing up.

Sometimes a country place not too far from a village offers children more freedom in finding friends than a place where you are wholly dependent on a car for getting them to and fro. Another point to consider is the rentability of a place, for if you can get a fair price for your house during those summers when other plans beckon, this would allow you the leeway that you may want. Perhaps the wisest plan

is first to rent a place in the location that attracts you. Then your final move can be based on actual knowledge of how the whole family gets along there, rather than on a roseate picture of what life on a farm ought to be.

My husband and I can both get away for the whole summer, but the quiet country spots we would pick for vacationing all have one great defect for our eight-year-old boy—there is little opportunity to play with other children. Do you think this is a serious lack? The only alternatives are either to forego our own vacation and send him to camp, or else to go to a resort type of place which we both dislike and feel would make our summer expensive.

It seems to me you might find a solution without sacrificing so much. Since you are free to choose your vacation spot, you might try to come nearer to providing for everyone. A place which is perhaps not quite as secluded as you might wish but still not on a high-road, might offer something to all of you. Sometimes a little searching will bring to light some family of like tastes whose problem is similar to your own (either among your child's schoolmates or your own friends) and who might be interested in taking a summer spot near yours. Or it might even be possible to take along one of your child's friends—one who has proven himself a good companion for your child.

You may find it possible, even in a rural locality, to bring together children who live too far apart for casual meeting. A young college girl or boy might be found who will gather children from a scattered area a few times a week for some group activity centering about interests such as swimming, hiking, dramatics, woodwork, or some other craft or hobby. If no such young person is available, several mothers might cooperate, taking turns in offering their grounds, their cars or their driving services to get the children together.

Most children can enjoy solitary play part of the time. Many even welcome it—provided there are enough "makings" for things to do, and provided there is companionship available at least several days in the week.

My boy of eleven has never been to camp and objects to going. It seems to me that he is too content with just sticking around home, where he gets swimming and some tennis in the summer-time but plays with the same gang as in the winter. His father and I feel that a complete change of scene and getting away from home would be good for him, but we hesitate to force the matter over his objections. What would you do?

Summer is a time for seeking out for new experiences and fresh stimulation. Sometimes vacations, even when spent in the same old place, really do offer these opportunities for variety. But parents must be clear-headed about what is actually happening in a child's development and make their decisions on this basis and no other. For a child who has fallen into a rut, camp is sometimes an excellent opportunity to learn new adjustments under brand new conditions.

New faces, new ways, new people, mountain climbing, nights in the open, canoe trips, learning to cook outdoors, becoming familiar with the lore of the woods, are things which do tend to enrich life and to help one to know oneself as never before. This is not saying that every child must go to camp year after year, but if he has never had these experiences, camp is sometimes the only means of bringing them into his life.

Has your child any clear picture of what camp really is or that there are many different types of camp? Are his objections valid? If not, you may have to decide the question on its merits whatever his objections. There has been a strong reaction from the view that children never know what is good for them to the equally erroneous one, that they always know. Today's parents are far too frightened of facing their children with an occasional well-thought-out "you must." This does not mean that you should by all means send this particular child to camp. It does mean that his objection to going is only one of the factors which should be weighed in making a decision, and that the final one should be yours.

Certainly try to sell him the idea. Certainly listen to his objections and talk over with him what you feel to be the advantages of his going and the reasons for your decision, whatever it turns out to be. And if you choose a camp, choose it with an eye to his particular needs and temperament. But do not fall a victim to the notion that children always know what

is best for themselves. An occasional push in one direction rather than another may actually be welcomed even by a child who seems to be resisting.

My twelve-year-old girl is going to have to stay in the city for the first time this summer, and I am anxious to find ways (inexpensive ones) of making her summer as pleasant and profitable as possible. Can you give me any suggestions?

Most cities have rich resources, both for pleasure and education, which many of us never make use of, partly for lack of incentive and partly because we don't know about them. In any city there are interesting trips to be taken to nearby points of historical or recreational interest. Usually there are swimming places close by, and even within the city the Y.W.C.A.'s often have excellent swimming facilities available at small dues. Sometimes there are city or school tennis courts offered either free or for small fees, and even commercially operated tennis courts may often be used in the morning hours at a cost which, when shared by four players, brings tennis into the range of inexpensive sports.

Occasionally a local college or museum offers special interest classes for children. In any city, too, there are Girl Scout or Camp Fire groups which organize such activities as picnics, hikes and various hobbies. Where there are no such organized facilities parents can take some initiative in trying to develop them. Local agencies, such as civic boards, settlement houses, social centers or religious sisterhoods can often be interested in pooling their resources for the use of children during the summer.

As an example of what can be done in this respect, a parents' association in an outlying district of New York City organized a play school of their own. Through the Child Study Association they were able to secure Board of Education cooperation, including the use of a school building and the services of several teachers from its summer playgrounds list. Many neighborhood resources were drawn upon—a nearby playground, a local swimming pool, the river and bay for boat and other trips, and so on. The point is that the initiative was taken by the parents. Similar cooperative undertakings can be carried through by any group of interested parents in any community.

A city summer takes, perhaps, more parental planning and effort than a country one, but it can be both fruitful and refreshing if it is approached in this spirit.

Suggestions for Study: Summer Planning

TOPICAL OUTLINE

1. PLANNING A VACATION

- (a) Typical needs of various members of the family. Adult needs vs. children's—can they be adjusted? Changing needs at different ages and stages.
- (b) A summer home for the family—advantages and disadvantages; the summer resort; visiting; touring; possibilities of the trailer; travel possibilities on a small budget.
- (c) Camp—what kind? For what ages? For how many years? Camp as a "parking place" for children of lazy parents. Camp as a genuine constructive experience. Family camps.

2. THE FAMILY STAYS HOME

- (a) Need for change and refreshment even while staying at home—can this be managed? Rearrangement of house and grounds, changes in daily routine.
- (b) Community resources. Places to go, picnics, excursions, sports. Supervised play groups and classes.
- (c) Community projects. Things for young and old to do together. Civic improvements—exhibits, benefits, dramatics, classes.
- (d) Need for free time and relaxation. Dangers of overscheduled activity. What is a balanced program in this respect?

3. THE COMMUNITY'S RESPONSIBILITY

- (a) When school is out, what? For the city slum child? For the child in the rural districts? Does the average child's summer vacation offer experiences which build sound personality?
- (b) Community agencies—summer play schools, Scouts, Y.M.C.A. activities. Values and limitations.
- (c) The public school—should it be closed all summer? Could it offer a summer program suited to the child's needs?

QUESTIONS FOR DISCUSSION

1. Mr. and Mrs. R. are puzzled as to how and where to plan their summer vacation. The daughter needs social life, the son thinks vaguely he would like a farm, Mr. R. enjoys automobile travel more than anything, Mrs. R. feels the family should pay a visit to her mother in a small country town. Is it possible to please everybody? Who should be sacrificed? How would you suggest meeting these problems?

2. Like many families, the J's are going to stay home during the summer months. They live in a small suburban town but have always gone away for a month heretofore. What kind of things might they do to make something of the summer that is unique and eventful so that they all feel genuinely refreshed when the summer is over?

3. During the school vacation a group of boys plays continually near the railroad track, sometimes building fires and committing other nuisances about which several citizens have complained to the police. Their parents say they do their best but they are too busy to watch them all day long. What might the community do to meet this problem? What does your community do?

REFERENCE READING

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SPEND YOUR TIME

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PLAY AND PLAYMATES

CHILD STUDY MAGAZINE, April, 1938

Summer Time and the Family, pp. 201-209

FAMILY BEHAVIOR

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Chapter VII—Using Leisure

YOUTH SERVES THE COMMUNITY

by Paul R. Hanna and Research Staff
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PARENTS' QUESTIONS

Prepared by the Staff of the Child Study Association
Harper's, 1936

CREATIVE CAMPING

by Joshua Lieberman.....Association Press, 1931

Readers' Page

Each month we present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But, in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in the columns of this magazine.

A PARENT LOOKS AT SOME VIEWS ON DISCIPLINE

By DOROTHY K. BROWN

IN DISCUSSING the question of the discipline of children, it is well to keep in mind what the ultimate object of that discipline is to be. In "Your Child Today and Tomorrow" Sidonie M. Gruenberg stresses the point that to her the object is "to train children, not for submission but for judgment and discernment . . . to educate through obedience . . . that is, to cultivate the habit of intelligent response."

With this aim in mind, the author goes on to an exposition of how it can be achieved. In the first place, the person who is dealing with a child must understand the child's motives before judging or acting on his behavior. This understanding is important in its bearing on the child's opinion of adult justice: for example, simple carelessness on the part of a four-year-old may equally well result in the breakage of a fine Wedgewood lamp or of a Woolworth ash tray. In either case the misdeed is the same—carelessness—and is to be dealt with in the same way, even when the lamp in question is very valuable. An understanding of the child's motives, and fairness in dealing with him will help to achieve that type of obedience which Mrs. Gruenberg, and most of us, I am sure, consider desirable.

The second point made is that our authority can best be maintained by the least reference to it. Constant nagging, and the use of many "don'ts" is

much less effective than a few well-timed requests. The word "request" is used with purpose; whenever possible we should issue requests, not orders. In other words, we must try to give the child the same consideration as we would give a grown-up. If each request is a fair one, the child's cooperation becomes easier to acquire.

Of course, all this sounds rather idyllic; simply make a reasonable and kind request, and the child will respond. We must remember that this will not always work and that there will inevitably be some friction. It would be unreasonable to expect perfect harmony. However, the methods suggested above should certainly help to achieve a maximum of concord between adult and child, without reducing the child to unthinking submission.

To Susan Isaacs the purpose of discipline seems to me to be the same as that desired by Mrs. Gruenberg. In her discussion of the subject in "The Nursery Years," she stresses one point over all others: make no request (of a child) unless you are sure it is a reasonable one, then stick to it. Like the first author, she emphasizes the importance of trying to understand and sympathize with the childish point of view.

Dr. Arnold Gesell's treatment of the subject of discipline differs from the preceding two more in feeling than in actual words. His attitude toward childhood problems is a scientific one, and at first seems a great improvement on the more personal and "motherly" style. On further consideration, however, his method begins to lose some of its charm; he seems to have overlooked, or at least minimized, the human element involved. And children *are* human, and must be treated as such.

Gesell implies that anything in the way of conduct can be accomplished by using the means that he and his co-workers employ in the Yale Guidance Nursery. They are judicial and impersonal. To quote him directly, "when the parent learns to assume the calm and detached manner of the nursery school teacher" most of the problems of nursery age will vanish. Is this possible? Is it even desirable? To some extent, yes. Calmness is very essential to the parent in dealing with his children. When he says, "a problem is vexatious because the parent is vexed" he shows insight. Nevertheless, I think Gesell misses the point.

The detached manner of the nursery school teacher arises directly out of the fact that she doesn't really care much whether the child in question is learning and behaving in the most desirable way. The mother cares terribly because the child is her own and she loves him so much; she can never achieve quite the impersonal attitude of the teacher. What Gesell fails to mention is that this love for the child is very important to his development, even when it may involve a manner too emotional to be ideal.

Somewhere in his discussion of the detached, almost Jovian manner, Gesell throws in the word "kindness," thus modifying his rather mechanistic tone. In his study of identical twins he shows that the factor of heredity is an important one, and that responses to the same stimuli vary greatly among different babies.

Compared to John B. Watson, Gesell is a rank sentimentalist. Watson maintains that there are no instincts, and that proper conditioning can lead the child into any chosen pattern of behavior. Conditioning is the key to his whole system of discipline. Its aim is to create "a problem-solving child."

The method of conditioning is simple, "When children begin reaching for objects not their own, rap their fingers smartly with a pencil." In this way the child becomes conditioned against socially unacceptable behavior. This, of course, is done not as a punishment, but as an "objective experimental procedure." Try to tell that to a baby. "Never show affection to a child"—at most a kiss on the top of the head or a pat of approval for some accomplishment. In order to avoid too many of these raps one must give a child an environment where its reactions can be positive. However, as soon as the child is brought into relation with other children he meets situations which may call forth negative reactions. Is the adult always to be there with a pencil? Or will the child be so well conditioned as he leaves infancy that he will never want, or try, to touch a toy not his own?

If Watson achieved his purpose, my criticism of his method would be unjustified, as his aim is good. Does he achieve it? According to his reports of his laboratory experiments, the children he trained never cried except in pain, and became sturdily independent. We have to take his word for that. In my opinion he does not achieve his purpose, because his methods are imposed artificially on natural responses.

I happen to know a child who has been brought up by a method alarmingly like Watson's. True, he cries very little, but he laughs and smiles just as little. The child, at 20 months, is remarkably docile. He

shows no initiative and very little curiosity. He has been shown practically no affection by his parents, and as yet shows little preference for them. He sits in his carriage perfectly still, and appears indifferent to what he sees. Will he be a "problem-solving child" when he grows older? I doubt it. It is my guess that he will either rely on authority indefinitely, or else, when he is strong enough, he will reach for the pencil and rap smartly on the fingers of whoever stands in his way. He has been frustrated. He has never been treated like a living, loving creature, and some maladjustment must inevitably follow.

Childish Homage

By BEULAH J. HOWELL

EVEN though I was just six years old at the time, I still remember how white Albert looked as he walked up the long driveway that morning at six o'clock. Scarcely noticing my two brothers and myself, although we were his best friends, he went straight up to my mother and blurted out, "Mrs. Johnson, mother says that the boys and Bue are to come and see our colt before we bury him. Pa found him dead this morning in the little pasture beyond the barn. He—fell on a snag and—and—" The words wouldn't come—"and—it killed him." He barely whispered the last words.

We all said an "Oh-h!" together—and held it so long it became a little wail. I don't remember hearing mother's reply, but we started immediately down the road between the very high red banks on the gently sloping hill that led to Peter's Creek. It had rained and the red clay road was cool under our bare feet as we walked in the parallel ribbon-like ruts cut by the heavy wagon wheels. We walked all in a row. I was a girl and was always last. A sharp turn, and up a short hill and we were at the barn. Albert's brother joined us here and the five of us went in a dumb, duck-like line out into the lane. There were newly cut tread briars and cockleburrs in the lane and I walked gingerly over the sharp stones and gnarled roots so that I could not keep up with the boys. They disappeared over a hill. I remember the quiet, cool air on my face and legs and a sense of aloneness that frightened me. My legs would barely go. My throat got tight.

Then I saw their heads. I didn't dare go nearer. I wanted so to look, but something held me back. As

(Continued on page 176)

Summer Play Schools

DO YOU KNOW—

That every summer about 3,000 children from the crowded sections of Greater New York find refuge in Play Schools affiliated with the Summer Play Schools Committee of the Child Study Association?

That these Play Schools are conducted in settlement houses, school buildings and community centers in Brooklyn, Queens, Manhattan and the Bronx?

That those children who seem most in need of all-day care, emotionally or physically, are chosen for enrollment?

That in the wholesome and congenial surroundings of these Play Schools, vacation days become a blessing rather than a hazard for underprivileged youngsters?

That good lunches, between-meal milk, swims or showers and rest periods form an important part of the health-building program? That whenever possible the activities are carried on out-of-doors?

That the daily schedule includes such constructive and developmental activities as homemaking, crafts, dramatic play, music, dancing, games, trips to interesting places, and the stimulation of interest in the world around them as children learn to work and play together?

That the Summer Play Schools Committee conducts a special garden project for older boys and girls, where work in the gardens, under a special teacher, is supplemented by a picnic lunch and a swim?

COMMUNITY COOPERATION — PARENT PARTICIPATION — TEACHER TRAINING

DO YOU KNOW—

That the Board of Education provides valuable teacher service and supplies? That public and private welfare agencies, including the N.Y.A. and the W.P.A., public and private schools, and others cooperate in furthering the development of the Summer Play Schools?

That study group leadership and individual consultation service has been provided for the parents of Play School children? That this phase of the work is carried on throughout the year?

That the program of Play School activities is being

continuously developed according to the best current principles of education, mental hygiene, health and social work?

That two observation schools, one of them in co-operation with New York University, are conducted in New York City for the training of Play School teachers?

That the program of the Summer Play Schools has stimulated other communities to conduct similar projects?

"The part of the Child Study Association in the conduct of Summer Play Schools in New York City has helped us to realize how various community agencies and institutions can work together for the physical and educational welfare of children of all economic levels."

JAMES MARSHALL, *President*,
Board of Education, New York City.

STORIES FOR PARENTS

By Jean Schick Grossman

Simplified presentation of everyday problems—illustrated.

These are the first four of a projected series of leaflets for parents who can profit by simplified illustrated material. They can be used effectively by workers in social agencies, teachers in WPA nursery schools and kindergartens, and study groups.

The subjects of the first four leaflets now available are:

No. 1—A GAME OF JACKS
—a discipline situation

No. 2—A PROMISE
—on keeping one's word to children

No. 3—A HAPPY DAY FOR THE FAMILY
—on encouraging children's success

No. 4—DAD COMES HOME
—a typical "hard times" situation in the home

Four for ten cents

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Special prices for quantity purchases available on request.

Children's Books

NEW YORK CITY IN BOOKS FOR CHILDREN AND THEIR PARENTS

WITH the opening of the World's Fair looming closer and larger on our horizon, the great metropolis with which it is linked comes into a new focus of interest. To meet the needs of parents visiting New York with their children, as well as of those residing there, the Children's Book Committee has prepared a list of books dealing with the multifarious aspects of this city.

Among the recent publications there are several which are particularly significant contributions to our understanding of this amazing city, and these are here reviewed briefly. A wider selection of books, both old and new, is listed, in mimeographed form, to meet varied special interests; and this list can be secured from the Child Study Association for ten cents a copy.

A Key to New York. Rosalie Slocum and Ann Todd. Harper Brothers (cloth) \$2.00. Modern Age (paper) 95c.

A welcome guide book with abundant details of what is what in New York City and how to get there. The subject matter is well related and well tabulated. The transportation data is valuable and clear. There are maps and delightful sketches of houses, streets and the water front and there are little dashes of humor and personal touches which lift this above the dullness of the average guide book. A great many items of special interest to children are listed with suggestions for trips and special studies, for leisure education, and for recreation as well, all annotated in a gay and pointed manner. It is a book to be used by parents of younger children while older children will find it valuable to use for themselves.

New York Panorama. Federal Writers' Project. Random House. \$2.50.

This is more than a guide book—it is an interpretive social blue print of New York, its growth, development and social problems. It has factual material on nationality groups, functional work, labor

unions, and on political institutions, which gives an insight into the elbow push in the subway, the noisy streets near the garment center, the tabloid press, the segregated industries and the general conglomeration which is New York. It has a social point of view—a little left of the center. For parents and for the mature young person who is interested in knowing why as well as where, this book is almost perfect. Many fine photographic illustrations add to the dramatic presentation.

Peg and Pete See New York. Belle Simon and Marion Michelle. Bobbs Merrill. \$1.50.

Here is New York City in photographs addressed to the youngster, aged, as are the protagonists of the story, between six and nine years. Happy pictures present truly child-like interests and activities which are further described on the opposite page in unpretentious verse. The parent who brings to New York children too young for continuous sightseeing or Fair-going will find many a pleasant suggestion of "things to do" in this slender picture book.

The Romance of American Transportation. Franklin M. Peck. Thomas Y. Crowell Co. \$2.50.

Many who visit New York this year will come from afar and their young people of high school age will find this superb volume a welcome addition to their actual adventures. In it the growth of transportation from the stage-coach days of Washington through the building of canals, steamboats and the vast network of railroads is dramatized through personalized incident and anecdote. Numerous fine illustrations drawn from contemporary sources, effectively enhance the text in presenting this most significant development of American life. The last chapters are devoted to the modern phenomena of aeronautical and automobile transportation envisioning the achievements of tomorrow. One might wish that in this otherwise perfect book a little space had been given to the problems of government in relation to transportation and to the vast army of workers on which these systems depend.

C. L. and F. S. S.

News and Notes

Volunteer Work Camps In many parts of the nation experiments with volunteer work camps are going on which represent attempts to reconstruct the lives of young people for more wholesome and more democratic community organization. These will attempt to work out in small areas the concept that social change can come about through peaceful and co-operative means, that people can act together harmoniously.

A "Work Camp for Democracy," located at West Park, Ulster County, New York, will be launched this summer by the Society for Ethical Culture. It will run for the four weeks from August 7th to September 4th. It aims to provide healthy, happy and valuable experience in democratic living for young people of college age (18 to 23). The groups will include young Americans and young refugees with a great variety of national, religious and racial backgrounds. For the refugees this camp will offer opportunities to live, work and play with young Americans, and will help them in their adjustment to American life. For American boys and girls the chance to work and play with young people from other countries will have a healthy reaction in offsetting unfortunate anti-foreign sentiment. Applications for enrollment should be addressed to Algernon D. Black, Society for Ethical Culture, 2 West 64th Street, New York City.

The Progressive Education Association is sponsoring two volunteer work camps, the Hudson Guild Farm located at Andover, New Jersey, and the Macedonia Cooperative Community Camp near Clarksville, Georgia. Both camps provide unusual recreational and educational opportunities for young people. The work projects are the core of the program, but the trips to agricultural and cultural centers, the discussions under the guidance of experts, and the other leisure-time activities will contribute to rounding out the summer's experience. The American Friends Service Committee is operating a camp for older college people on the same project as the Macedonia Co-operative Camp and from time to time the two will hold joint meetings. To be eligible for these camps, applicants should have a real interest in social and economic problems; a desire to work out peaceful methods of social change; a willingness to work hard

and share the burdens as well as the fun of community life. They must have completed their junior year in high school, or be between sixteen and eighteen years of age for the Hudson Guild Farm Camp; they must be high school seniors or college freshmen for the Macedonia Camp. The number of campers at each project will be limited to 25 — 15 boys and 10 girls. For further information, write to Ormsbee W. Robinson, 33 Central Park West, New York City.

Child Health Day

The 1939 May Day-Child Health Day slogan will be reminiscent of the Children's Year Campaign which ended in 1919. "The Health of the Child Is the Power of the Nation." First used during the Children's Year campaign, the slogan is particularly appropriate this year, the U. S. Children's Bureau officials point out, because 1939 will also be a year of national stock-taking in the field of child health and welfare. This will mark the fourth consecutive year that the Children's Bureau, at the request of the State and Provincial Health Authorities of North America, has sponsored the annual celebration of May Day known as Child Health Day.

Local communities will stress their own problems in the field of child health on May 1, 1939, but special emphasis will be given to problems of nutrition, the Bureau says. In preparation for May Day the Children's Bureau has suggested that local communities survey what they are doing to promote good nutrition of mothers and children. The extension of maternal and child-health services in the states has placed the United States in a better position to promote child health, and recent reductions in maternal and infant mortality show that definite advances can be made.

Before Child Health Day, President Roosevelt has called the first meeting of the Planning Committee of a White House Conference on Children in a Democracy. This Conference will be at work during the balance of the year and will close early in 1940.

Marriage and the Family

A regional meeting called by the New York State Conference on Marriage and the Family will be held Friday and Saturday, April 28th and 29th, at the Hotel Roose-

velt, New York. The sessions of the Conference will concentrate upon three important topics: (1) "The Marriage Law and Its Administration"; (2) "Community Agencies and Their Program for Family Counselling and Education for Marriage"; (3) "The Conservation of the Family in a Democracy." Every student in the social field recognizes the dangers that menace marriage and family life in these critical days and the Conference throughout its sessions will concern itself with a program aimed to protect marriage and conserve the family. Inquiries should be addressed to: N. Y. State Conference on Marriage and the Family, Room 301, 40 West 68th Street, New York City.

Children's Spring Book Festival

Children's Spring Book Festival will be celebrated from May 7 to 14, inclusive, by bookshops, libraries, schools and other organizations throughout the country. Authors will speak, illustrators will draw, and story-tellers will display their art in many programs. A panel of judges composed of Munro (Ferdinand-the-Bull) Leaf, May Lamberton Becker, Mary Gould Davis, Margaret Ernst and Stephen Vincent Benét will award two prizes of \$250 each. One prize is given for the best book for younger children and the other for the best book for older children published in the United States between January and June of this year.

Hereditv and Environment

A NEW STUDY ON MENTAL DEVELOPMENT OF CHILDREN IN FOSTER HOMES *

THE results of this investigation show that children coming from low socio-economic levels, when placed, at an early age, in much higher socio-economic environments, tend to develop I.Q.'s far higher than those of their true mothers. According to these tests, 147 children from mothers with a mean I.Q. of 87, showed a mean I.Q. of 115 after adoption. While no I.Q. was obtained on the true fathers, their occupational level was known to be uniformly low.

The study as now presented is the first unit of an intended long-time investigation. All of the 147 children studied when placed in foster homes were under six months of age, so that their environment has been essentially that of the foster homes.

Intelligence tests were obtained on all children 12-60 months after placement, using the Kuhlman Revision of the Binet Scale for 125 children under 3½ years of age at the time of examination and the Stanford Revision of the Binet Scale for the 22 children over 3½ years of age.

Of the 147 children, 96 per cent were classed, on the basis of these tests, as normal or above. Only 4 per cent were below average and none below the dull normal level; 65 per cent were classed as of superior intelligence, that is with I.Q.'s of 110 or above; 41 per cent had I.Q.'s of 120 or above.

Some of the most startling results of this study:

1. A mean I.Q. of 116.5 was obtained for all chil-

dren whose true mother's I.Q. fell at the borderline or feeble-minded level (below 80). These findings are even higher than those found by the Freeman study, but it should be remembered that the Skeels children had been placed in foster homes at a much younger age.

2. Although there is no significant correlation between the educational or occupational levels of either the true or foster parents and the I.Q.'s of the children, the fact yet remains that the level of intelligence of these children is higher than would be expected in children whose fathers were of comparable occupational levels. In fact, these children compare favorably with those from the highest occupational levels, as reported by Goodenough, Wellman, and Dickson.

3. Comparisons of children's intelligence with the occupational levels of foster fathers, suggest a tendency toward positive relationships as children's age increases.

4. A zero correlation was obtained between true mothers' I.Q. and children's I.Q.

The results of this study, however, should be regarded with caution, due to the fact that in statistical language, 147 cases is an inadequate number from which to form a final conclusion. One also feels some hesitancy in drawing conclusions based on tests used below the age of 3 years. Finally it must be remembered that this study represents only the first step of the whole experiment. The results as they stand thus far, however, do tend to indicate the great influence that environmental factors have on the in-

(Continued on page 180)

* "Mental Development of Children in Foster Homes" by Harold M. Skeels, Iowa Child Welfare Research Station, State University of Iowa, Iowa City, Iowa. (*Journal of Consulting Psychology*, March, April, 1938, Vol. II, No. 2, pp. 33-34.)

In the Magazines

The Family: Democracy in Miniature. By Katherine Whiteside Taylor. *National Parent-Teacher*, March, 1939.

"The home is still the primary and most significant educational institution." The feelings and attitudes which go toward building democracy and a democratic spirit are to be engendered in the home situation. "In developing homes as miniature democracies parents must remember two things: First, in a true democracy every member contributes according to his capacity and receives according to his needs. Second, it is only as one's basic needs are recognized and provided for that one can have genuine regard for the needs and rights of others."

The Child Reveals Himself Through Play. By Jacob H. Conn, M.D. *Mental Hygiene*, January, 1939.

Describes and illustrates the use of the play interview in psychiatric work with children at the Harriet Lane Home, Johns Hopkins Hospital. The interview is included as one of many procedures in the plan of treatment and serves to reveal material that deals with the personal, emotional and imaginative aspects of the child's behavior. "The child has need to express his dissatisfactions, his fears and his hopes in his own natural fashion through the medium of play. In this way he can come to understand what he has contributed to the total situation and thus to accept his share of responsibility for what is going on."

Education for Human Relationships. By Joseph K. Folsom. *National Parent-Teacher*, March 1, 1939.

Schools exist not only to train the mind but to train the whole personality of the student. It might be said that it is the duty of the family to train children to live harmoniously and happily in the home. The school can help the family to perform this task. In this epoch of confusion the family needs this help even more than in the past and, it is hoped, more than it will in the future. We learn best by doing and by talking thoughtfully at frequent intervals about what we do. The school is the only agency which is equipped to supply all children with this atmosphere of ideas and values and with opportunity for intelligent discussion and guidance on human relationships.

Building Character. By James Lee Ellenwood. *Parents' Magazine*, March, 1939.

Emphasizes the distinction between conduct and character and suggests that in building character we need to emphasize intelligence, self-helpfulness, conscientiousness and social sensitivity. These must be learned in living situations, not through preaching. And the atmosphere of the home is all-important.

Enjoy Your Baby. By Wilma Margaret Clem. *Parents' Magazine*, April, 1939.

Urges mothers to reduce to a minimum the essential routine requirements of baby care in order to have time to enjoy the baby thoroughly and give him more companionship.

A Guide to the Right Camp. By James L. Hymes, Jr. *Parents' Magazine*, April, 1939.

Suggests a variety of clues by which one may judge the quality and aims of a camp without actually visiting it, but points out that it is only through a visit that the parent can obtain his own personal "feel" of the life to be enjoyed by the child.

Ways that Succeed with Children. By Carolyn Holmes Moses. *Parents' Magazine*, April, 1939.

Hints on methods of training young children which will help "the wise and understanding mother to see her child growing in dependability, cooperative spirit and happiness."

Democracy and Education. *Progressive Education*, February, 1939.

An issue devoted to the present responsibility of education for interpreting democracy, with articles by such well-known educators as William H. Kilpatrick, George S. Counts, John L. Childs, Alice V. Keliher, Lester Dix, and others.

Educational Use of Resources. *Progressive Education*, March, 1939.

Articles considering the use of local resources in education under widely varying conditions: in New York City, on an Indian reservation and in rural North Carolina, for example.

CHILDISH HOMAGE

(Continued from page 170)

I tried to turn my head I saw the tiny thing trotting by its mother's side, as it had passed our house all summer. I couldn't quit looking at it trotting, so I could look at it lying there dead.

I tried, but the boys caught me up as they came back, never noticing that I had not approached the dead colt. Silently we went home. Quiet hung over us all day. I never told that I didn't see the colt lying dead in the pasture.

SHALL IT BE CAMP?

(Continued from page 162)

unimportant in themselves, they are necessary to facilitate human intercourse, teamwork, and joint participation in daily living. Improvements can be made only after rules have been accepted and tried out.

It is for these reasons that the home can best help the child by complying with restrictions as to special food or additional supplies which are sent to camp. The child accustomed to exceptional treatment is not only himself hurt through such exceptions, but is placed in the position of being a nuisance to his campfellows as well as to the counsellors and directors. Very often it is the parent who thus coddles a child with exceptional indulgences who later reproaches the camp for failing to inculcate all the virtues of disciplined living. Parents who are constantly demanding exceptions—visiting just this once, holding back the excursion for a telephone call, a week-end away from camp—are the first to resent the camp's minor failures in routine management.

Often parents are equally inconsistent in their attitudes toward the child's independence. On the one hand, they insist that the chief purpose of the camp is to help the child detach himself from dependence upon the family. On the other hand, they are anxious, as a rule unconsciously, to retain a hold upon his affections. Accepting the camp in principle as an important means of liberating the child from overdependence on the home and of socializing him in relation to his own community, many parents nevertheless resent the outcome, almost in exact proportion to the camp's success.

A pair of fond parents arrived at a boys' camp on a visiting day and were brought through the woods to the ballgrounds, where their son was guarding the outfield. The child caught sight of them, waved his

greetings casually, and immediately turned his attention to the game—one of the things he was supposed to learn that summer was to keep his eye on the ball. The parents were somewhat piqued by this scant notice. From the director's point of view the boy had made an excellent adjustment. The parents' demand for more exuberant manifestation of loyalty and affection from their boy was unwarranted; it could have come in this case only through disloyalty to the game and to his companions. If the child is to get the most out of camp, parents have to know just what it is they wish.

Parents visiting camp are naturally solicitous regarding the health and adjustments of their own children. And the director and counsellors are ordinarily glad to discuss individual cases, for it is always helpful to get further information about a child's background from the parents. Such interviews are likely to be most fruitful after the camp has been in operation for some weeks, since by that time those in charge of the children have had some opportunity to become acquainted with them. Conferences of this nature should be helpful to the parents also. Unfortunately, however, the parents' visits are in many instances almost disastrous. Often a child who has made good progress in adjusting himself to his group is suddenly jerked back to his previous condition of dependence by the visit of an over-anxious parent. How ready are most parents to take the summer's separation for granted, or to meet the child on visiting day without excessive emotion or too insistent inquiry into details of food or health? The parents' state is likely to be reflected in the child's readiness to play the game according to the rules, without making inordinate demands for special attention from the parents, or for special consideration from the staff.

At the opposite extreme are parents so impressed with the necessity of establishing the children's independence—overnight, as it were—that they restrain their impulses to visit or even to write to him with Spartan fortitude. Independence is not achieved by amputation—at least not without risk of damaging accompaniments; and parents will do well, especially in the first year of camp experience, to see that the child feels security in the unchanging affection and interest of his family. Where visits are not possible, a heavy mail from home will keep him reassured.

The conflict between the parents' desire to get the benefits of the camp's socializing and liberating influence and at the same time to hold fast to the child's dependence upon the home sometimes shows itself

in situations that arise after the summer is over. During his absence from home the child has learned to live with his own kind, he has learned teamwork, he has learned also to depend upon the stimulations and the codes and the sanctions of his age group. On his return to his home he experiences a decided let-down. The stimulations and exhilarations are lacking. Things are rather dull. The parents feel that his heart has not come home with him. They are disposed to reproach him, if only with a sigh or a glance, for his lack of loyalty or devotion or dutifulness. There is a hint that camp has all but ruined him. There is more than a hint that if that is the effect of camp he will never be exposed to the danger again.

ALL such difficulties are likely to arise from the parents' failure to recognize just what is happening. "When I visited the camp last summer," said a mother to her fourteen-year-old daughter, "I was so proud of the way your tent looked. Everything was so neat, the bed cover was so smooth. I know you can do it; why don't you act the same way at home?" Of course, the girl knew how to put things in their places, how to make her bed, how to tidy up. She had been doing it for weeks. But somehow things are different at home. In camp, with one's companions, with others doing the same things according to a standard routine, with inspections and group prides and mutual stimulations, everything seems easier. It is more like a game. And even if it is not altogether easy or agreeable, the conditions make the time pass agreeably. There is a lot of joking and horseplay, perhaps teasing. When everybody is doing it together, making up beds or cleaning the grounds, chopping wood for the camp fire, or fetching water, or any one of the dozen other chores, is no chore at all. At home, working alone, doing the same thing day after day is dreadfully dull and difficult. Have we a right to expect that all the skills and enthusiasm and standards of the camp will carry over to the tasks of the home? It is at least worth considering that the circumstances are quite different. And we have to recognize that with children, as with adults, the circumstances do influence the moods and the temper and the rhythm and the values of the activities.

This is not to imply, however, that the camp experience must end with the homecoming. It is certainly desirable, and usually it is possible, to continue some of the camp interests and activities throughout the year so that the summer at camp will not be a separate kind of living, but rather an integral part of the whole year's experiences.

Book Reviews

Practice in Preschool Education. By Ruth Updegraff, and others. McGraw-Hill Book Company, Inc., 1938. 408 pp.

This is as sound and scientific a book on nursery education as can be at this time. It is a valuable contribution to the increasingly long list of books from the outstanding nursery schools of the country. This is the sort of book that the director of any nursery school would love to write—a summary of what is done in her school. Writing such a book must be a thoroughly satisfying experience for the authors; think how a parent feels when given an opportunity to talk freely and in infinite detail about her child. How valuable the product is for the listeners or the readers depends on their critical appraisal.

Such is the situation with respect to *Practice in Preschool Education*, by Ruth Updegraff and her staff. It is a detailed account of the procedures and philosophy of the preschool laboratories at the University of Iowa. The material is presented in a scholarly fashion in keeping with the standards of the research organization from which it comes. One can have little or no criticism of the book for what it is, but one does entertain a few misgivings about the way it will be used. It would be too bad if it were to become a "Bible" of nursery school practice, because Iowa is a research nursery and not a service nursery, as most nursery schools are, or should be.

Were We Guinea Pigs? By the Class of 1938, University High School, Ohio State University. Henry Holt & Co., 1938. 299 pp.

After six years of work and play in an experimental secondary school, the first graduating class has produced an account of its experiences and an evaluation of the education it received. Published in place of a conventional yearbook, it is very much the work of the students—frank, genuine, and obviously unspoiled by adult interference. *Were We Guinea Pigs?* is interesting for the light that it throws on student reaction to progressive school procedures, good and bad, and also as a picture of the adolescents who wrote it. They seem surprisingly aware of the objectives of those who taught them and often of their weaknesses and strengths. Experienced parents and teachers may not accept all the student judgments at face value, but both can profit by seeing a school from this fresh angle.

Radio in Parent Education

UNDER the joint auspices of the National Council of Parent Education and the National Advisory Council on Radio in Education, the Child Study Association has conducted a survey on the use of radio in parent education during the past two years. The report of this study, just published by the University of Chicago Press,* summarizes the achievements of the fifteen years of experimentation in this field, as well as the lacks still apparent and the problems remaining to be solved.

Information was received and analyzed from twenty-three agencies and organizations engaged in presenting programs addressed directly to parents. These programs range from occasional, isolated talks to extensive series of lectures or dramatizations, from local broadcasts to national hook-ups; they have been initiated by schools and universities, by state and federal bureaus, by small voluntary groups and by large national organizations.

The report shows no unanimity of opinion among the sponsoring agencies as to the relative effectiveness of various types of presentation, though there is some preponderance in favor of dramatization as against talks. It is conceded, however, that this form of presentation must be done well or not at all—and the dearth of skilled script writers in this special field is a serious obstacle to dramatic presentations.

Through listening committees organized throughout the country, the survey sought to evaluate the content offered in a wide variety of parent education broadcasts. Here, as was to be expected, the wide variety of listener interest presents a major problem. The difficulty lies in the fact that as the content becomes more specific and hence more helpful to certain listeners, the range of interested listeners becomes narrower. Organized series on related topics, such as "School Problems at Home," "The Child and Society," "Character and Citizenship Development," were felt to be more valuable than isolated talks. Where the content is based on questions sent in by listeners it is likely to represent common situations and problems and hence to interest a good cross-section of parents.

This type of listener appeal is capitalized upon especially by programs of the personal advice type.

These programs, in their present form, were severely criticized by the listener committees for the irresponsibility of their sources of advice. On the other hand, much valuable parent education was found in a number of dramatic sketches intended primarily as entertainment. Such serial sketches as "The Goldbergs," "One Man's Family," and "The Allen Family" were favorably reported upon by the listening committees as sound and effective parent education.

The problem of "two-way communication" between broadcaster and listeners was studied from many points of view. So far the most effective type of contact between broadcaster and listener seems to be achieved through an organized listening group which receives advance materials for each broadcast and which returns to the broadcaster the group reaction as well as questions for further discussion. Group listening, long in practice in England and other European countries, is growing rapidly in the United States. Individual "registered listeners" also afford a machinery for two-way communication. Some of the sponsoring organizations invite listeners to write in for printed material or for answers to questions. These last, however, present the difficulty of being costly to answer, and most organizations find this cost prohibitive.

The question of responsibility for broadcast content is a vexing one which still remains to be solved. Without imposing censorship or setting up arbitrary authority, there is great need to find some way for insuring the public against both quackery and well-intentioned but misguided advice uttered over the air with the voice of authority.

The other problems which were pointed up by the survey as needing further consideration are the problem of proper listing to facilitate finding and identifying wanted programs; greater development of visual aids to accompany listening; and the establishment of processes for developing standards and criteria. Recommendations toward this end include the stimulation of listeners, both in organized groups and individually; to evaluate what is offered and record their opinions; and the publication in educational journals and newspapers of competent and authoritative reviews of current programs.

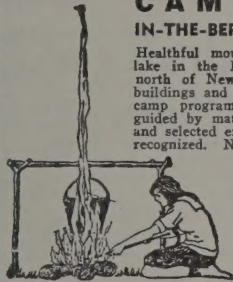
* "The Use of Radio in Parent Education." University of Chicago Press. 75c.

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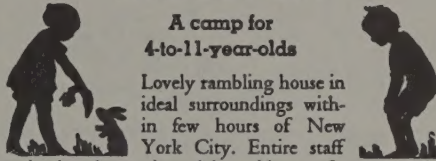
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HEREDITY AND ENVIRONMENT

(Continued from page 174)

telligence quotients of children. Another conclusion that may be reached is that the younger the child at the time of placement, the greater is the influence of environment on the child's I.Q.

This experiment, so far, may seem to be a victory for the environmentalists, but we have still to hear from the opposition.

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